Big Question 1

Why do we protect animals?

Unit 1

Reading
My child practiced understanding an author’s purpose and read a fantasy story called *Dreaming of Dodos*.

Vocabulary
My child can use these words:

**Reading Text Words**
dodo, elephant bird, quagga, sea wolf, woolly mammoth, extinct, survive, exploit, endangered, habitat, species, sanctuary

**Words in Context**
existed, eventually, mammals, suffered, atmosphere, rare

Word Study
Suffix -able

*I enjoy the comfort of my home.*

*My home is very comfortable.*

Grammar
My child can use present perfect and present perfect continuous.

*I have read books about dodos.*

*I have been reading this book for an hour.*

Listening
My child learned about Goliath frogs.

My child listened for the main idea.
| Speaking       | My child can talk about an opinion.  
|               | *In my opinion, the most interesting animal is the Goliath frog.*  
|               | *Why do you say that?*  
|               | *I say that because ...*  |
| Writing       | My child can fix sentence fragments by adding a subject or a verb.  
|               | *Zebras on grass, twigs, and leaves.*  
|               | *Zebras *survive* on grass, twigs, and leaves.*  |
| Extra Practice| Workbook pages  
|               | Practice the conversation in the comic strip on page 13.  |
| Value Link    | In class, my child read about tiger preservation in *Save Our Tigers!*, pages 18–19.  |
| Home Study Activity | Have your child find pictures of the animal vocabulary from the unit including a dodo, an elephant bird, a woolly mammoth, and a sea wolf in books, magazines, or on the Internet. Then talk about these extinct animals and ask your child’s opinion about them. For example, you might ask your child, “*What do you think of the sea wolf?*” Have your child answer with his/her opinion. For example, you child might respond, “*In my opinion, the sea wolf is an interesting animal.*”  |
| My child has completed Unit 1! |  |

**Note**
Big Question 1

Why do we protect animals?

Unit 2

Reading
My child practiced monitoring and clarifying and read an article called *Save Our Tigers!*

Vocabulary
My child can use these words:

**Reading Text Words**
diverse, identify, tracker, protect, naturalist, poaching, damaged, conservation, preservation, inspire, population, reserve

**Words in Context**
jungles, wildlife, hunter, injuries, mission, national park

Word Study
Synonyms
*Tigers are very fast.*
You have to be *quick* to catch a rabbit.

Grammar
My child can use present and past tense.
*People have cleared forests to grow crops.*
The animals’ habitat *has suffered.*
**Listening**

My child learned about pandas.
My child listened for details.

---

**Speaking**

My child can give reasons when answering questions.

*I think tigers will survive.*

*Why do you say that?*

*People will help tigers because ...*

---

**Writing**

My child can write irregular past verbs.

*She caught a cold.*  *He gave me a gift.*

---

**Extra Practice**

Workbook pages
Practice the conversation in the comic strip on page 21.

---

**Value Activity**

Talk to your child about protecting endangered animals. Create a list of all the endangered animals the two can think of.

---

**Home Study Activity**

Talk about the value “protect endangered animals” with your child. Choose an endangered animal and discuss its current situation. Ask your child what we could do to help it. Have your child give reasons using phrases such as *I think...* and *It’s because....* For example, your child might say, “I think we could protect panda bears by raising money.”

---

**My child has completed Unit 2!**

---

**Note**

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Big Question 2
What are teeth for?

Unit 3

Reading
My child can look for sensory details and read two poems called “The Cavity” and “Have You Any Idea?”

Vocabulary
My child can use these words:

Reading Text Words
incisor, canine, molar, carnivore, herbivore, omnivore, slice, grip, crush, cavity, gums, jaw

Words in Context
detective, dental, gravity, filing, treat, munch

Word Study
Prefix in-
If your brushing is inadequate, you could get a cavity.

Grammar
My child can use modals of ability.
I could read by the time I was four.
Next year, I will be able to ride my bike to school.
I won’t be able to drive a car.

Listening
My child learned about caring for his/her teeth.
My child listened for instructions.
Speaking  My child can talk about teeth.  
*I think it is important to take care of your teeth.*  
*I agree. We should brush our teeth every day.*

Writing  My child can write a sentence with an adjective + preposition.  
*I’m interested in sports.*

Extra Practice  Workbook pages  Practice the conversation in the comic strip on page 33.

Value Link  In class, my child read about taking care of teeth in *The Cavity* on page 30.

Home Study Activity  Gather crayons or other drawing supplies and have your child draw a picture of his/her mouth and teeth. Have your child label the different parts of his/her picture with the new vocabulary words from the unit including incisor, canine, molar, gums, and jaw. Ask your child to talk about his/her drawing and his/her teeth. Ask your child about things he/she can do to take care of his/her teeth. For example, you might ask your child, “What are ways you can keep your gums healthy?” Have your child answer with modals of ability such as could, will be able to, or would be able to. For example, your child might respond, “I could floss often to keep my gums healthy.”
Big Question 2
What are teeth for?

Unit 4

Reading
My child practiced using visuals and read an informational text called *Teeth: Not Just for Eating*.

Vocabulary
My child can use these words:

**Reading Text Words**
-fang, tusk, venom, shelter, dam,
-prey, gnaw, pierce, fend off,
-wear down, lap up, create

**Words in Context**
-powerful, intruders, supply, seal,
toppling, lodge

Word Study
Suffix -ment

*achieve + ment = achievement*

*I have no cavities! That’s quite an achievement.*

Grammar
My child can use modals of certainty.

*It must be a prosimian. It has comb-like lower teeth.*

*That can’t be a spider! It only has four legs.*

Listening
My child learned about killer whales.
My child listened for details.
Speaking
My child can compare things using comparative adjectives + than.
*I think beavers are more interesting than walruses because they build homes.*

Writing
My child can write using parallel structure with -ing.
*Wei enjoys playing, singing, and acting.*

Extra Practice
Workbook pages
Practice the conversation in the comic strip on page 41.

Value Activity
Talk with your child about what you can do during your daily routine to care for your teeth and other ways you can practice good hygiene.

Home Study Activity
Play a guessing game with your child. Tell him/her things about a specific animal. Use new vocabulary words from the unit as clues such as fang, tusk, venom, dam, and lap up. Then have your child guess the animal you are describing. Have his/her answer use modals of certainty. For example, your child might say, “It must be a walrus!”

My child has completed Unit 4!

Note
Big Question 3

Why are wheels important?

Unit 5

Reading
My child practiced re-reading and read an informational text called A Revolution in History.

Vocabulary
My child can use these words:

Reading Text Words
- transportation
- transfer
- haul
- axle
- rotate
- spoke
- rim
- traction
- gear
- grind
- technology
- rod

Words in Context
- platform
- vehicle
- durable
- mill
- mechanical
- inspiring

Word Study
Compound Nouns
- skate + board = skateboard

Without wheels, there would be no skateboards.

Grammar
My child can use the future with will and going to.

The sun will rise at 6:05 tomorrow.
I’m going to visit my uncle next week.

Listening
My child learned about the printing press.
My child listened for the main idea.
Speaking

My child can talk about planning a trip.

*We’re going to France. First, we’ll take the bus to the airport.*

Writing

My child can write using verb + infinitive.

*I agreed to go with him.*

Extra Practice

Workbook pages

Practice the conversation in the comic strip on page 53.

Value Link

In class, my child read about drawing pictures of things with wheels in *Planet SinRota*, pages 58–59.

Home Study Activity

Plan an imaginary trip with your child. Ask him/her where you will go on your trip. For example, you might ask your child, “Where we will go on our trip?” Your child might respond, “We will go to England.” Then ask your child about what you are going to do for the rest of the trip. For example, you could ask, “How will we get to England?” Have your child answer with will and going to. For example, your child could respond, “We are going to take a plane.”

My child has completed Unit 5!

Note
Big Question 3
Why are wheels important?

Unit 6

Reading
My child practiced drawing conclusions and read a science-fiction story called *Planet SinRota*.

Vocabulary
My child can use these words:

**Reading Text Words**
obedient, fortunate, tedious, exciting, fragile, determined, daring, foolish, thrilling, courageous, risky, fascinated

**Words in Context**
settlement, longed for, blurry, figures, propelling, adjusted

Word Study
Prefix *mis-*
im + behave = misbehave
*Zoog was a good boy. He didn’t misbehave.*

Grammar
My child can use the future with the present continuous.
*We are meeting our friends at 2:00 on Friday.*
*The moon will rise at ten o’clock tonight.*
*I’m going to take a music class next year.*
Listening
My child learned about guessing games.
My child listened for details.

Speaking
My child can give advice.
I missed the bus. What should I do?
You should ask your dad to give you a ride.

Writing
My child can write using more irregular verbs.
become → became

Extra Practice
Workbook pages
Practice the conversation in the comic strip on page 61.

Value Activity
Talk with your child about a time he/she did something creative.
Then think of something creative the two of you can do together.

Home Study Activity
Pretend to have different problems and ask your child for advice. Try to describe how you are feeling with new vocabulary words from the unit including foolish, daring, fragile, and risky. For example, you might say to your child, “I failed the vocabulary test and feel foolish. What should I do?” Your child might respond, “You should ask your teacher for help.”

My child has completed Unit 6!

Note
Big Question 4
How do animals communicate?

Unit 7

Reading
My child practiced using a character web to better understand characters in a story and read a narrative fiction called *Magdi and the Dolphin*.

Vocabulary
My child can use these words:

**Reading Text Words**
race, drift, glide, wade, paddle, dive, splash, propel, float, sprint, jog, plod

**Words in Context**
fishing rod, chuckled, hook, beamed, paddles, grinning

Word Study
Letter Combination -gh

*The dolphin glided through the water.*
*Rough waves tossed Magdi’s boat.*

Grammar
My child practiced using reported speech with *said that*.

*“It’s a beautiful day,” said Magdi.*
*Magdi said that it was a beautiful day.*

Listening
My child listened for details about the singing of humpback whales.
**Speaking**

My child can ask for clarification.

*When I was five, I fell out of a tree.
How did that happen?*

**Writing**

My child can write using commas and semicolons.

*We had a storm last night, but it cleared up.*

*We had a storm last night; it cleared up.*

**Extra Practice**

Workbook pages

Practice the conversation in the comic strip on page 75.

**Value Link**

In class, my child read a story about a boy showing gratitude to the dolphin that saved him in *Magdi and the Dolphin* on pages 72–73.

**Home Study Activity**

Share parts of stories about your life with your child. For example, “*When I was twelve, I broke my arm.*” Have your child ask for clarification so they can hear the full story. For example, “*How did you do that?*” Then ask your child questions about the story you told and have them practice using reported speech with *said that*. For example, “*You said that you broke your arm rollerblading when you were twelve.*”

**My child has completed Unit 7!**

**Note**
Big Question 4
How do animals communicate?

Unit 8

Reading
My child practiced asking questions while reading and read an article called Chatterboxes.

Vocabulary
My child can use these words:

Reading Text Words
communicative, locate, collaborate, imitate, behave, indicate, attract, threaten, defend, approach, express, produce

Words in Context
underwater, decibels, territory, alarm, signals, difficulty

Word Study
Suffix –ion
Elephants communicate in many different ways.
Animal communication is fascinating.

Grammar
My child can use reported speech with told or asked.
He told us that Kanzi was learning new things every day.
A classmate asked the scientist what Kanzi was learning.
**Listening**
My child listened for details about elephants.

**Speaking**
My child can summarize what he/she learned.
What did you learn about bees?
I learned that honeybees communicate by dancing.

**Writing**
My child practiced writing with pronoun agreement.
The girl is watching a movie. She likes it.

**Extra Practice**
Workbook pages
Practice the conversation in the comic strip on page 83.

**Value Activity**
Ask your child about people who help him/her. Then think of ways your child can show gratitude towards the person that helps him/her.

**Home Study Activity**
Prepare crayons or any other drawing supplies and have your child draw a picture of an elephant. Then ask your child to summarize what he/she has learned about elephants. For example, “What did you learn about elephants?” “I learned that elephants...”

**My child has completed Unit 8!**

**Note**
Big Question 5
What do different cultures give to the world?

Unit 9

Reading
My child understands the main idea and can identify details that support it. She/he also read a historical narrative called Journey Back in Time.

Vocabulary
My child can use these words:

Reading Text Words
culture, civilization, contribution, development, achievement, device, process, tradition, custom, benefit, ceremony, product

Words in Context
trade, tablets, voyage, ancient, advanced, tools

Word Study
Word Roots
cent (Latin)
circum (Latin)
bio (Greek)
tele (Greek)

Grammar
My child can ask questions.
Who saw Finn?
Who did Finn see?
Listening  
My child listened to a conversation about the Olympic Games and listened for facts.

Speaking  
My child can ask questions using all of the question words.  
*What invention do you think is important?*

Writing  
My child can write using parentheses.  
*Jorge (Luke’s friend) is coming over to our house tonight.*

Extra Practice  
Workbook pages  
Practice the conversation in the comic strip on page 95.

Value Link  
Talk to your child about why it is important to be kind. Then think of ways you and your child can be kind to others.

Home Study Activity  
Talk to your child about different civilizations. Then ask your child to think of four questions they would ask the people from these civilizations about their traditions, customs, and culture. Have your child use all of the question words. For example, “*What did they do to celebrate in Mesopotamia?*”

My child has completed Unit 9!

Note
**Big Question 5**

*What do different cultures give to the world?*

**Unit 10**

**Reading**
My child practiced visualizing while reading and read a fantasy called *Choco Choco Boom Boom!*

**Vocabulary**
My child can use these words:

**Reading Text Words**
delicious, creamy, spicy, nutty, ladle, sticky, crunchy, runny, smooth, whirring, booming, spot

**Words in Context**
square, skidded, dizzy, sniffing, molds, winked

**Word Study**
Suffix -*ous*

*fame + ous = famous*

*The man standing before her was the famous Jean Neuhaus.*

**Grammar**
My child can give short answers.

*Is there a chocolate shop near here?*

*Yes, there is.*

**Listening**
My child listened to a conversation about the invention of the umbrella and listened for details.
Speaking  
My child can make suggestions.  
*How about we study for the test together?*

Writing  
My child can explain ideas by giving examples in his/her writing.  
*There are many ways to keep fit, for example, swimming, jogging, or playing a sport.*

Extra Practice  
Workbook pages  
Practice the conversation in the comic strip on page 103.

Value Activity  
In class, my child read a story about a person who was given special chocolate in *Choco Boom Boom* on pages 100–101.

Home Study Activity  
Ask your child about different kinds of food using the new vocabulary words: delicious creamy, nutty, spicy, sticky, and crunchy. For example, “Is ice cream creamy?” Then have your child answer with short answers. For example, “Yes, it is.”

My child has completed Unit 10!
# Big Question 6

## Why are mountains important?

### Unit 11

<table>
<thead>
<tr>
<th>Reading</th>
<th>My child can understand cause and effect and read an informational text called <em>What’s So Good about Mountains?</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>My child can use these words:</td>
</tr>
<tr>
<td>Reading Text Words</td>
<td>glacier, mountain range, peak, altitude, valley, steep, slope, hill, terrace, effective, water cycle, vapor</td>
</tr>
<tr>
<td>Words in Context</td>
<td>transformed, condenses, released, flows, storing, resources</td>
</tr>
</tbody>
</table>
| Word Study | Prefixes in- and im-  
*I don’t like to wait. I’m *impatient.*  
*Exercise! You shouldn’t be *inactive.* |
| Grammar | My child can use the passive.  
*Corn is found in the mountains.*  
*Is rice grown in Canada?* |
| Listening | My child learned about plants, animals, and weather in the mountains while listening for key words. |
Speaking
My child practiced interviewing.
*Where would you like to live?*
*I’d like to live at the top of the mountain.*

Writing
My child can use colons.
*We bought food for the party: cake, ice cream, and chips.*

Extra Practice
Workbook pages
Practice the conversation in the comic strip on page 115.

Value Link
Talk to your child about the importance of being safe outdoors. Think of things you can do to stay safe outdoors.

Home Study Activity
Ask your child to practice interviewing. Have them interview you about mountains. For example, “*Why do you like the mountains? The view from the mountains is beautiful.*” Then ask your child about different things that can be found in the mountains. Have your child answer in passive voice. For example, “*Corn is found in the mountains.*”

My child has completed Unit 11!
Big Question 6
Why are mountains important?

Unit 12

Reading
My child practiced thinking about the five Ws when reading a story and read a story called The Lost Explorer.

Vocabulary
My child can use these words:

Reading Text Words
endless, stammer, awestruck, jagged, pointy, miniature, stern, arch, mutter, squirm, scowl, stretch

Words in Context
silhouette, shielded, teasing, folded, embarrassed, distant

Word Study
More Synonyms
The room was large. He had never seen such a big room.

Grammar
My child can use the past passive.
My mom’s favorite vase was broken.

Listening
My child heard a weather forecast and listened for the gist.
Speaking
My child can ask for advice.
I’m going to the mountains. Do you think I should bring a coat?

Writing
My child can use irregular past participles.
He chose to go out in the snowstorm.

Extra Practice
Workbook pages
Practice the conversation in the comic strip on page 123.

Value Activity
In class, my child read a story about a girl and her brother on top of a mountain in The Lost Explorer on pages 120–121.

Home Study Activity
Ask your child about a problem they have been having. Then have them ask you for some advice with their problem. For example, “I have been having trouble in my English class. Do you think I should spend more time practicing?”

My child has completed Unit 12!

Note
Big Question 7
Why do we use money?

Unit 13

Reading
My child practiced summarizing a text and read a folktale called *The Sound of Money and the Smell of Soup*.

Vocabulary
My child can use these words:

**Reading Text Words**
- terrifying, nervously, rudely,
- politely, fierce, aggressively,
- delicate, bravely, greedy, shyly,
- wise, calmly

**Words in Context**
- muscles, growling, stirring,
- mouth-watering, tempting,
- staring

Word Study
Phrasal Verbs
- *The car broke down on the road.*
- *A man broke into our house.*
- *Break off a piece of chocolate for me.*

Grammar
My child can use adjectives and adverbs.
- *A terrifying man with huge muscles opened the door.*
- *“Three gold coins!” repeated the man aggressively.*

Listening
My child listened for details in a conversation about saving, investing, spending and donating money.
**Speaking**

My child can make future plans.
*What do you want right now?*
*Now, I want to save for a new soccer ball.*

---

**Writing**

My child can write with adverbs of degree.
*Pia finished her work extremely quickly.*
*These noodles are absolutely delicious!*  

---

**Extra Practice**

Workbook pages
Practice the conversation in the comic strip on page 137.

---

**Value Link**

In class, my child read about a man who was not generous in *The Sound of Money and the Smell of Soup* on pages 134–135.

---

**Home Study Activity**

Act out different actions of your choosing. Ask your child to describe your actions using the new vocabulary words: terrifying, nervously, rudely, politely, fierce, aggressively, delicate, shyly, and calmly. For example, “You waved your hand aggressively.”

---

**My child has completed Unit 13!**
Big Question 7
Why do we use money?

Unit 14

Reading
My child practiced comparing and contrasting information in a text and read a website article called The History of Money.

Vocabulary
My child can use these words:

Reading Text Words
bank, currency, coins, barter, copy, bill, spend, pay, borrow, exchange, owe, lend

Words in Context
crops, shells, valuable, silver, print, portraits

Word Study
Suffix -ive
act + ive = active
create + ive = creative

Grammar
My child can use the unreal conditional.
If you had paper money, you wouldn’t need so many coins.

Listening
My child listened to a conversation about spending money and identified speakers in the conversation.
**Speaking**

My child can talk about donating money.
*I would donate the money to a hospital.*

---

**Writing**

My child can compare things using similes.
*It’s as cold as ice in here!*
*My bedroom is like a nest, all cozy and warm.*

---

**Extra Practice**

Workbook pages
Practice the conversation in the comic strip on page 145.

---

**Value Activity**

Talk to your child about why it is important to be generous. Then think of good ways you and your child can be generous.

---

**Home Study Activity**

Work with your child to write some sentences about money using similes (*like* or *as*). For example, *The coins are as shiny as a mirror.* Then ask your child to talk about money.

---

**My child has completed Unit 14!**

---

**Note**


**Big Question 8**

**How do we express ourselves?**

**Unit 15**

**Reading**

My child practiced taking notes while reading and read an informational text called *One Man’s Self-Expression*.

<table>
<thead>
<tr>
<th><strong>Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Text Words</strong></td>
</tr>
<tr>
<td>design, innovative, remarkable, ambitious, permanent, settle, emerge, artificial, promote, enclose, suitable, beneficial</td>
</tr>
<tr>
<td><strong>Words in Context</strong></td>
</tr>
<tr>
<td>cease, magnified, algae, applies, provides, crustaceans</td>
</tr>
</tbody>
</table>

**Word Study**

Homophones
its/it’s your/you’re their/there here/hear who’s/whose
*The music here is loud. I can’t hear you.*

**Grammar**

My child can use a sense verb + adjective.
*The sculptures look bumpy and rough.*
*i felt sick this morning, but I’m OK now.*

**Listening**

My child listened to an interview about a musician and listened for details.
Speaking

My child can explain his/her opinions about the most interesting form of self-expression.

Why do you say that?

I think it’s more important because it will last for many years.

Writing

My child can write using quantifiers.

Most of my friends live in an apartment.

Extra Practice

Workbook pages

Practice the conversation in the comic strip on page 157.

Value Link

Talk about situations in your life where you needed to be brave. Ask your child when they were brave.

Home Study Activity

Ask your child to give their opinion of art, music, poetry, and dance. After your child gives his/her opinions, have him/her explain why they feel that way. For example, “I think art is the most important form of self-expression. I think it is most important because…”

My child has completed Unit 15!

Note
Big Question 8
How do we express ourselves?

Unit 16

Reading
My child practiced making connections to a text and read a scene from a play called The Tempest.

Vocabulary
My child can use these words:

Reading Text Words
- cabin
- advisor
- deck
- grateful
- tempest
- save
- break up
- react
- villain
- stage
- playwright
- set

Words in Context
- aid
- massive
- petrified
- crew
- elderly
- preventing

Word Study
Verb + Preposition
- for
- to
- or
- about

I’m going to study for my test.
Do you want to talk about the plan?

Grammar
My child can use the infinitive as subject to express an opinion.

It’s difficult to save the passengers and crew.

Listening
My child listened for details about why a dancer loves dancing.
**Speaking**

My child can express thanks.

*Please share this candy with me.*

*Thanks so much!*

**Writing**

My child can write using semicolons.

*I saw an artist on TV; she won a prize.*

**Extra Practice**

Workbook pages

Practice the conversation in the comic strip on page 165.

**Value Activity**

In class, my child read about a brave sailor in *The Tempest* on pages 162–163.

**Home Study Activity**

Pretend to be playwrights. Talk with your child about writing a play. Ask your child about stage, the set and the villain of the play and have them answer with a verb + preposition. For example, “*I am going to make the house in the set brown.*”

---

**My child has completed Unit 16!**

---

**Note**
Big Question 9
Why do we make buildings?

Unit 17

Reading
My child can identify the sequence of events in a text and read a magazine article called *The World’s Most Extraordinary Buildings*.

Vocabulary
My child can use these words:

<table>
<thead>
<tr>
<th>Reading Text Words</th>
<th>Words in Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>stadium, lighthouse, tower, skyscraper, warehouse, palace, courthouse, theater, concert hall, office, art gallery, showroom</td>
<td>function, steel, architect, countless, construction, aquatics</td>
</tr>
</tbody>
</table>

Word Study
More Phrasal Verbs
Verb + across, way, down, for, in, off, out, up, and with

*The lesson went on for an hour.*
*I want to go back home now.*
*The price of movie tickets went up last month.*

Grammar
My child can use *a, an, the*, and *no article*.

*It’s a kangaroo.*
*It’s in the pool.*
*I play tennis.*
My child learned about lighthouses and listened for details in an interview with a lighthouse keeper.

My child can give reasons about where he/she would like to live. I’d like to live in an apartment. Why? I think it’s because I want to live in a city.

My child learned about run-on-sentences and how to fix them. I don’t like tall buildings they scare me. I don’t like tall buildings because they scare me.

Workbook pages Practice the conversation in the comic strip on page 177.

Talk with your child about the importance of sharing with others. Think about ways that you and your child can share with others in your community.

Prepare crayons or any other drawing supplies and have your child draw pictures of the different buildings in the new vocabulary: stadium, lighthouse, tower, skyscraper, theater, and office. Then ask your child what the drawing is and have them answer with a or an. For example, “It’s a lighthouse.” Then ask your child for reasons why he/she drew the pictures the way he/she did. Have them answer with reasons. For example, “I drew the lighthouse red because red is my favorite color.”

My child has completed Unit 17!

Note
Big Question 9
Why do we make buildings?

Unit 18

Reading
My child can practiced making predictions and read a mystery story called The Mystery of Peril Castle.

Vocabulary
My child can use these words:

Reading Text Words
- turrets, stables, gatehouse,
- moat, drawbridge, hall,
- courtyard, ramparts, mumble,
- stiffen, missing, tremble

Words in Context
- solve, surrounded, gaze, padlock,
- mysterious, vanished

Word Study
Adjectives ending in -ing
- That movie is terrifying. It will terrify you.

Grammar
My child reviewed tenses and future forms to describe different times.
- I needed to find the coin.
- I like castles with turrets.
- I will see the castles of Wales someday.

Listening
My child practiced identifying the main idea while listening to a description of Japanese traditional homes.
**Speaking**
My child can accept and refuse invitations.

*Let’s play tennis on Thursday, OK?
I’m sorry. I’m busy that day.*

**Writing**
My child can write using the correct order of adjectives.

*Look at that horrible, big, black cloud.*

**Extra Practice**
Workbook pages
Practice the conversation in the comic strip on page 185.

**Value Activity**
In class, my child read about a boy and his uncle who restored an old castle and shared it with the local people in *The Mystery of Peril Castle* on pages 182–183.

**Home Study Activity**
Invite your child to do different activities with you. Have your child alternate accepting and rejecting your invitation. For example, “Let’s bake cookies tomorrow.” “Thanks, but I’m busy tomorrow.”

**My child has completed Unit 18!**

**Note**

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